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Utah Department of Human Resource Management

Teacher Salary Supplement Program

This program is for the 2008-2009 school year.
We will now accept applications until May 1, 2009.

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This program is for the
2008-2009 school year.

We will not begin taking
applications until October,
2008.

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Utah Department of Human Resource Management

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Shumway, Mary

Subject: FW: Physics with Technology and Teacher Salary Supplemental Program

From: Shumway, Mary
Sent: Wednesday, December 10, 2008 7:06 AM
To: Larry Stephenson (lstephenson@washk12.org)
Subject: FW: Physics with Technology and Teacher Salary Supplemental Program

Larry,

Are any of your teachers teaching Physics with Technology (PwT) science teachers? Science teachers have been excluded from the Teacher Salary Supplement Program because Division of Human Resource Management (DHRM) who is administering the program has not been willing to listen to me and our CTE folks. They claim that CTE was not part of the bill and that they have a "list" from CACTUS that they cannot change. Well the coding for the PwT is different, but it IS a physics course. When these science teachers teach it they should be eligible for the bonus money.

We have teachers in the state teaching this course with a PHYSICS MAJOR and they have been turned down. This is a situation we need to alert Howard about. If your district has been impacted you may want to give him a call. If your teachers haven't been impacted don't worry about talking to Howard and we will let those districts work to get this resolved.

I wish the legislature would have trusted our office to administer the program. They gave \$300,000 to run the program and DHRM haven't listened to CTE about this issue. Now with registration around the corner it still is not resolved. These PwT teachers are refusing to teach the course because they miss out on the bonus.

Lou Seamons told me that in Davis District last year the students in PwT scored higher on the physics CRT than those taking the regular physics.

Let me know what you know.

Mary

Good to see you in NC!!!

From: Shumway, Mary
Sent: Tuesday, December 09, 2008 8:55 PM
To: Hales, Brenda; Greenwood, Lynne; Shumway, Larry; Burrell, Brenda; Itamura, Velma; Dickson, Sydnee; Rawlings, Travis; Andelin, Darrell
Subject: Physics with Technology and Teacher Salary Supplemental Program

Brenda, Lynne, Brenda, Velma, Larry, Travis, and Darrell:

We have had a very difficult time untangling the issue of the course "Physics with Technology" and the Teacher Salary Supplement Program (TSSP) bonus. This summer we had several conversations with staff at DHRM. I called and talked to DHRM staff. Melvin Robinson, Darrell Andelin, and a number of physics teachers and CTE directors have tried to provide information to DHRM about this course. The message could not have been more clear to DHRM --- *'This is a physics course and those teaching this course with the appropriate physics background/major should be eligible for the TSSP program.'*

We have not been able to get anywhere with DHRM. We have talked to their staff on a number of occasions with no luck. In each conversation, DHRM provided many excuses for not including this class. Melvin, Darrell and I have all been told that they are "just following the list given them by USOE" and it ends up feeling like it is all USOE's fault.

It has been a mess for the physics teachers teaching this course. Superintendents, teachers, and CTE directors from districts impacted by this exclusion are ready to start a letter writing campaign to DHRM, Senator Stephenson and Representative Hughes.

Today I talked to Marjorie Christensen at DHRM again. I explained again that this is a physics class and that the students take the physics CRT. She talked about "the USOE list" and that they can only go by what we have given them. She talked about the criteria they developed. She talked about the appropriation being based on "the list". She said it was too late for this year to do anything. I expressed concern about the next school year.

With registration happening in the next few weeks for next school year we need to have some resolution. Many of the physics teachers are refusing to teach the course next year because they will miss out on money in the TSSP program.

Why hasn't DHRM been willing to work with us and ask more questions? Why didn't they listen when we explained the coding issues on CACTUS and "the list" needed to be reviewed and corrected? Why hasn't DHRM listened when this concern has been expressed by districts, teachers, and USOE? Why haven't they talked to more of the USOE staff? Why haven't they talked to legislators to clarify the intent of the legislation? I think this is very unfortunate for the physics teachers. I do not believe excluding this course was the intent of the legislation.

Darrell Andelin has done extensive research on this issue and below are some of the issues he describes in an email to me written on October 17th:

"I have uncovered an issue that you may want to include on your agenda for the upcoming Consortium Meeting, Oct. 22. The issue is Physics with Technology funding, reporting, Teacher Salary Supplement Program (TSSP) bonus, and the future of PwT-CTE. Here are the highlights:

- 1. I have done considerable research on this topic because of teachers complaining about not being included in the TSSP bonus. The person in charge of the program at the Department of Human Resource Management is Marjorie Christiansen. She gave me no hope in adding PwT-CTE to the approved list because their mandate is to follow the law (Senate Bill 2) which was passed by the Utah Legislature. She said, "We have no authority to amend the bill." She did not want to meet with people from the USOE, but said she would take the information to her committee if I wished. However, she said, "It won't change anything, because we have to follow the law."*
- 2. As of 10/17/08, CACTUS reports 50 teachers teaching PwT-CTE (approx. 146 periods). There are 9 teachers teaching PwT-Science (approx. 20 periods). There are 15 teachers who would increase their TSSP bonus with the inclusion of PwT-CTE. There are 5 additional teacher who would qualify for TSSP if PwT-CTE were accepted. All 5 of these teachers have college degrees in physics.*
- 3. The whole TSSP program is flawed because there are many math and physics teachers who don't qualify for the TSSP bonus. These are teachers who hold endorsements in their subject area, often teach AP classes, pass CRT tests, and have taught successfully for many years. They don't qualify for TSSP because they don't have the right college degree. In my search I found people with engineering or biology degrees that don't qualify, yet they are teaching AP physics or AP calculus. If the intent of the legislature was to attract people with math, physics, or chemistry degrees into education, then they should have offered the bonus to new teachers only.*
- 4. We know that PwT-CTE and PwT-Science are the same class, the same standards & objectives, the same CRT test, and taught with the same hands-on experimentation.*
- 5. The current issues are: A. Which class gets CTE funding. B. Which class qualifies for the TSSP bonus. C. Which class is accepted for university admission, grants, or scholarships. D. Which class matches a teacher's endorsement.*

... I am afraid that this is a ... communication issue..... before USOE submitted the approval list. . Also, the intent of the TSSP program was academic, not CTE. This was an easy oversight in the process.

Darrell

Any ideas of what I can do to get this resolved prior to registration?

Qualified Courses for MATH

Subject	Class Assignment	Class Code in CACTUS
General	Mathematics- Grade 6	07-01-00-00-007
	Mathematics- Grade 7	07-01-00-00-008
	Mathematics 6- Special Ed	07-01-00-23-007
	Mathematics 7- Special Ed	07-01-00-23-008
	Mathematics 7- ESL	07-01-00-24-008
Algebra	Pre- Algebra (7-8)	07-02-00-00-001
	Algebra 1 (7-12)	07-02-00-00-010
	Algebra 1A (9-12)	07-02-00-00-011
	Algebra 1B (9-12)	07-02-00-00-012
	Algebra 2 (9-12)	07-02-00-00-020
	Algebra 2 (9-12) Conc. Enroll	07-02-00-13-020
	Pre- Algebra (7-8)- Special Ed	07-02-00-23-001
	Algebra 1 (9-12)- Special Ed	07-02-00-23-010
	Algebra 1A- Special Ed	07-02-00-23-011
	Algebra 1B- Special Ed	07-02-00-23-012
	Algebra 2 (9-12)- Special Ed	07-02-00-23-020
	Pre-Algebra (7-9)- ESL	07-02-00-24-001
	Algebra 1 (7-12)- ESL	07-02-00-24-010
Calculus	A.P. Calculus (AB) (10-12)	07-04-00-00-001
	A.P. Calculus (BC) (10-12)	07-04-00-00-002
	Intuitive Calculus (10-12)	07-04-00-00-010
	Pre-Calculus (10-12)	07-04-00-00-020
	Calculus Elective (10-12)	07-04-00-00-030
	Calculus Elective Conc. Enroll	07-04-00-13-010
	Pre-Calculus Elective Conc. Enroll	07-04-00-13-020
Geometry	Geometry (8-12)	07-05-00-00-001
	Geometry A	07-05-00-00-011
	Geometry B	07-05-00-00-012
	Geometry- Special Ed	07-05-00-23-001
	Geometry A- Special Ed	07-05-00-23-011
	Geometry B- Special Ed	07-05-00-23-012
	Geometry (8-12)- ESL	07-05-00-24-001
Statistics	A.P. Statistics (10-12)	07-06-00-00-001
	Statistics (10-12)	07-06-00-00-010
	Statistics Elective Conc. Enroll	07-06-00-13-010
Other Mathematics	Mathematics Electives	07-07-00-00-010
	Mathematics Electives- Remedial	07-07-00-00-015
	Mathematics of Personal Finance	07-07-00-00-020
	Basic Math Skills	07-07-00-00-050
	College Prep Math	07-07-00-00-060
	Quantitative Analysis	07-07-00-00-080
	Discrete Mathematics	07-07-00-00-090
	Parapro Tutor Prep- Mathematics	07-07-00-00-200
	Mathematics Electives Conc. Enroll	07-07-00-13-010

Qualified Courses for SCIENCE

Subject	Class Assignment	Class Code in CACTUS
Chemistry	A.P Chemistry	08-03-00-00-001
	A.P. Chemistry Lab	08-03-00-00-002
	Chemistry (9-12)	08-03-00-00-010
	Chemistry with Lab	08-03-00-00-012
	Chemistry Elective Conc. Enroll	08-03-00-13-010
	Chemistry With Lab Conc. Enroll	08-03-00-13-012
Integrated Science	Integrated Science (Grade 7)	08-05-00-00-001
	Integrated Science (Grade 8)	08-05-00-00-010
	Integrated Science (Grade 7)- Special Ed	08-05-00-23-001
	Integrated Science (Grade 8)- Special Ed	08-05-00-23-010
Physics	A.P. Physics	08-06-00-00-001
	A.P. Physics Lab	08-06-00-00-002
	Astronomy	08-06-00-00-010
	Physics (10-12)	08-06-00-00-020
	Physics with Technology (Science)	08-06-00-00-030
	Aerospace	08-06-00-00-040
	Aeronautics	08-06-00-00-050
	Astronomy Conc. Enroll	08-06-00-13-010
	Physics with Lab Conc. Enroll	08-06-00-13-020
	Physics Lab Conc. Enroll	08-06-00-13-021
	Physics no Lab Conc. Enroll	08-06-00-13-022

SB 2

Sponsors: Senator Howard Stephenson and Representative Brad Last

(This was Greg Hughes bill and then many bills were rolled into SB2)

Section 19. Section **53A-17a-156** is enacted to read:

771 53A-17a-156. Teacher Salary Supplement Program.

772 (1) As used in this section:

773 (a) "Eligible teacher" means a teacher who:

774 (i) has an assignment to teach:

775 (A) a secondary school level mathematics course;

776 (B) integrated science in grade 7 or 8;

777 (C) chemistry; or

778 (D) physics;

779 (ii) holds the appropriate endorsement for the assigned course;

780 (iii) has qualifying educational background; and

781 (iv) (A) is a new employee; or

782 (B) received a satisfactory rating or above on the teacher's most recent evaluation.

783 (b) "Qualifying educational background" means:

784 (i) for a teacher who is assigned a secondary school level mathematics course, a

785 bachelor's degree major, master's degree, or doctoral degree in mathematics; and

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786 (ii) for a teacher who is assigned a grade 7 or 8 integrated science course, chemistry

787 course, or physics course, a bachelor's degree major, master's degree, or doctoral degree in:

788 (I) integrated science;

789 (II) chemistry;

790 (III) physics;

791 (IV) physical science; or

792 (V) general science.

793 (2) (a) Subject to future budget constraints, the Legislature shall annually appropriate

794 money to the Teacher Salary Supplement Restricted Account established in Section

795 53A-17a-157 to fund the Teacher Salary Supplement Program.

796 (b) Money appropriated for the Teacher Salary Supplement Program shall include

797 money for the following employer-paid benefits:

798 (i) retirement;

799 (ii) workers' compensation;

800 (iii) Social Security; and
801 (iv) Medicare.
802 (3) (a) Beginning in fiscal year 2008-09, the annual salary supplement is
803 \$4,100 for an
804 eligible teacher who:
805 (i) is assigned full-time to teach one or more courses listed in Subsections
806 (1)(a)(i)(A) through (D); and
807 (ii) meets the requirements of Subsections (1)(a)(ii) and (iii) for each course
808 assignment.
809 (b) An eligible teacher who has a part-time assignment to teach one or more
810 courses
811 listed in Subsections (1)(a)(i)(A) through (D) shall receive a partial salary
812 supplement based on
813 the number of hours worked in a course assignment that meets the
814 requirements of Subsections
815 (1)(a)(ii) and (iii).
816 (4) The Department of Human Resource Management shall:
817 (a) create an on-line application system for a teacher to apply to receive a
818 salary
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820 supplement through the Teacher Salary Supplement Program;
821 (b) determine if a teacher:
822 (i) is an eligible teacher; and
823 (ii) has a course assignment as listed in Subsections (1)(a)(i)(A) through (D);
824 (c) verify, as needed, the determinations made under Subsection (4)(b) with
825 school
826 district and school administrators; and
827 (d) certify a list of eligible teachers and the amount of their salary
828 supplement, sorted by
829 school district and charter school, to the Division of Finance.
830 (5) (a) An eligible teacher shall apply with the Department of Human
831 Resource
832 Management prior to the conclusion of a school year to receive the salary
833 supplement
834 authorized in this section.
835 (b) An eligible teacher may apply with the Department of Human Resource
836 Management, after verification that the requirements under this section have
837 been satisfied, to
838 receive a salary supplement after the completion of:
839 (i) the school year as an annual award; or
840 (ii) a semester or trimester as a partial award based on the portion of the
841 school year
842 that has been completed.

831 (6) (a) The Division of Finance shall distribute monies from the Teacher Salary
832 Supplement Restricted Account to school districts and charter schools for the Teacher Salary
833 Supplement Program in accordance with the provisions of this section.
834 (b) The Department of Human Resource Management shall include the employer-paid
835 benefits described under Subsection (2)(b) in the amount of each salary supplement certified to
836 the Division of Finance.
837 (c) The employer-paid benefits described under Subsection (2)(b) are an addition to the
838 salary supplement limits described under Subsection (3).
839 (7) (a) Money received from the Teacher Salary Supplement Restricted Account shall
840 be used by a school district or charter school to provide a salary supplement equal to the
841 amount specified for each eligible teacher.

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842 (b) The salary supplement is part of the teacher's base pay, subject to the teacher's
843 qualification as an eligible teacher every year, semester, or trimester.
844 (8) The State Board of Education shall cooperate with the Department of Human
845 Resource Management as it administers the Teacher Salary Supplement Program by:
846 (a) providing or verifying teacher data, as requested; and
847 (b) making information technology resources available.
848 (9) Notwithstanding the provisions of this section, if the appropriation for the program
849 is insufficient to cover the costs associated with salary supplements, the Department of Human
850 Resource Management may limit or reduce the salary supplements.
851 Section 20. Section **53A-17a-157** is enacted to read:
852 **53A-17a-157. Teacher Salary Supplement Restricted Account.**
853 (1) There is created within the Uniform School Fund a restricted account known as the
854 "Teacher Salary Supplement Restricted Account."
855 (2) The account shall be funded from appropriations made to the account by the
856 Legislature.
857 (3) The account shall be used to fund teacher salary supplements for school districts and
858 charter schools as provided in Section 53A-17a-156.

859 (4) The Division of Finance shall distribute account monies to school districts
and
860 charter schools for the Teacher Salary Supplement Program as provided in
Section

Teacher Salary Supplement Program

FAQs

Q: Where do I get an application to apply for the supplement?

A: The online application will be available on this web site.
www.tssp.utah.gov.

Q: I am a Math/Science teacher and I can't find the application. When will I be able to apply to receive this supplement money?

A: The funding the Legislature set aside for this program is for the 2008-2009 school year. **The application will be available on October 1, 2008.**

Q: Why won't the application be available before October of 2008?

A: A portion of the criteria/guidelines established by the Legislature states the teacher may only receive payment after the completion of the school year (as an annual award) or completion of a semester or trimester (as a partial award based on the portion of the school year that has been completed).

Q: My school is on a semester schedule. Can I apply to receive a trimester or quarterly payments?

A: No. Teachers will have 2 options for payment frequency, either trimester/semester payments or annual. Payment options available to you will depend on the schedule your school is on.

Q: I don't want to waste time filling out an application if I won't qualify. Can I contact DHRM now to find out if I am eligible before I complete my application?

A: While DHRM welcomes questions, we can not make any eligibility determinations at this time. We will require an application from the teacher and verification from the LEA before eligibility can be fully determined.

If you have questions that haven't answered in the FAQs, click on the Contact Us link from the main web page of www.tssp.utah.gov.

Teacher Salary Supplement Program

FAQs

Q: I am concerned about the qualifications/qualified courses covered by the bill. What can I do?

A: The criteria and funding for the 2008-2009 school year found in SB 2 can not be amended or appealed. The legislature passed it into law, so, the only way to change criteria or requirements would be if a new law was passed and enacted.

Q: I teach math or science but the classes I teach have a different name than the classes on the Qualified Courses list. How do I know if the classes I am teaching in 2008-2009 will qualify?

A: All information received through the application process will be verified with your LEA. All classes are assigned a code in CACTUS. Regardless of what your school names a class, we will be looking at how the class will be classified in CACTUS. The assignments listed on the Qualified Courses list are how they appear in CACTUS.

Q: I teach Math for half my schedule and English for the other half. Would I potentially qualify for some of the money?

A: Yes. If you meet the other criteria and are teaching qualified courses for part of your schedule, you may be eligible to receive some of the supplement money.

Q: If part time teachers may also qualify, how will the supplement amount for each teacher be determined?

A: The supplement amount will be based on the percentage of time teaching the qualified courses.

Q: How will I know when the website is updated?

A: Because this program is a work in progress, we will be posting information as it becomes available. We suggest "book marking" or setting www.tssp.utah.gov in your "favorites" and check the web site occasionally for updates.

If you have questions that haven't answered in the FAQs, click on the Contact Us link from the main web page of www.tssp.utah.gov.

Teacher Salary Supplement Program

FAQs

Q: How long will it take DHRM to process and verify information on teacher's applications?

A: We anticipate 4-6 weeks from the deadline date until the payment authorization is sent to State Finance. This allows us time to verify teacher qualifications and determine bonus amounts. Teachers will receive an email with their GROSS supplement amount once the funds have been sent to the LEAs.

Q: When will I see the supplement payment on my paycheck?

A: We unfortunately can't give you a specific date of when you will see the bonus on your paycheck. It will depend on the timing of the payment from State Finance to your LEA's payroll department. Once the LEA receives the funds, the payments will be processed according to the payroll timelines specific to each district/charter school. Some teachers may receive their payment earlier than others based on this timing issue.

Q: What will happen if I miss the trimester or semester deadline but still want to receive the trimester/semester payments?

A: You can submit your application anytime during the 2008-2009 school year, however, missing the deadline can cause a delay in the verification timeframes discussed above.

Q: What will happen if I miss the May 1, 2009 deadline?

A: The May 1, 2009 deadline is the most important deadline of all. If we receive a teacher's application after midnight on May 1, 2009 the teacher runs the risk of receiving a reduced supplement or no supplement at all because all the allocated funds may have already been distributed. If there are still funds available we will process your application but your actual payment from your LEA may be delayed due to the summer months.

Senate Bill 2 provides for a teacher to apply any time within the 2008-2009 school year. While the bill did not set up specific deadlines for an application period, DHRM needed to because school districts and charter schools are on different schedules. DHRM's goal with establishing these deadlines is to better serve the teachers who are applying for this supplement.

1st Trimester Application Deadline: October 24, 2008

1st Semester Application Deadline: January 9, 2009

2nd Trimester Application Deadline: February 20, 2009

Final (Annual, 3rd Trimester and 2nd Semester) Application Deadline: May 1, 2009

If you have questions that haven't answered in the FAQs, click on the Contact Us link from the main web page of www.tssp.utah.gov.

Concurrent Enrollment Discussion Points

1. The 2009-10 concurrent enrollment course master list is being finalized.
2. All courses on the master list will be reviewed in the coming months to determine if they are appropriate concurrent enrollment courses.
3. Identified corrections will be made to the 2010-11 master list.
4. What is an appropriate (approvable) CTE concurrent enrollment course?
 - Does the proposed course meet the State Board Rule
 - Is there acceptable one-to-one curriculum alignment (90%) – how can one course align to several different courses
 - Is a current high school course in place for alignment – new courses would be approved through the regular course approval process
 - Can secondary CTE courses align to postsecondary non CTE courses - CTE funding is an issue under this circumstance
 - Is the course part of a region/district partnership or articulated CTE pathway
 - Is the course a required content course and/or required general education course for a postsecondary degree or certificate program
 - Does the course credit create value for the student – (transferability as required credit – not just elective credit; meets gen ed requirement; required for a degree or certificate program
 - Is the course for students in grades 11 and 12 (grade 10 approved by exception)
 - Other


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Rule R277-713. Concurrent Enrollment of High School Students in College Courses.

As in effect on November 1, 2008

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R277-713-1. Definitions.

A. "Adjunct/Concurrent faculty" means instructors approved by the cooperating USHE institution and approved by school district or charter school receiving concurrent enrollment services from the instructor to teach concurrent enrollment classes on behalf of the USHE institution.

B. "Annual Concurrent Enrollment Contract" means a written plan, negotiated by a school district and a USHE institution, to provide college level courses to high school students.

C. "Board" means the Utah State Board of Education.

D. "Concurrent enrollment" for state funding and for the purposes of this rule means enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, counted in Average Daily Membership, and receive credit toward graduation. They also receive college credit for courses.

E. "Fees" for purposes of concurrent enrollment and this rule mean expenses to students directly related to enrollment and tuition. Fees do not include reasonable lab costs, expenses for textbooks and consumable curriculum materials that are required only for USHE credit or grades.

F. "USHE" means the Utah System of Higher Education.

G. "USOE" means the Utah State Office of Education.

R277-713-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which provides for the State Board to have general supervision and control over public schools and by Section 53A-17a-120.5 which directs the Board to adopt rules providing that a school participating in the concurrent enrollment programs offered under Section 53A-15-101 shall receive an allocation from the monies as provided in Section 53A-15-101, Section 53A-1-402(1)(c) which directs the Board to adopt minimum standards for curriculum, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of concurrent enrollment is to provide a challenging college-level and productive secondary school experience, particularly in the senior year, and to provide transition courses that can be applied to post-secondary education.

C. The purpose of this rule is to specify the standards and procedures for concurrent enrollment courses and criteria for funding appropriate concurrent enrollment expenditures.

R277-713-3. Student Eligibility.

A. Schools and USHE institutions shall jointly establish student eligibility requirements which shall be sufficiently selective to predict a successful experience.

B. Local schools have the primary responsibility for identifying students who are eligible to participate in concurrent enrollment classes.

C. Each student participating in the concurrent enrollment program shall have a current student education/occupation plan (SEOP) on file at the participating school, as required under Section 53A-1a-106(2)(b).

R277-713-4. Courses and Student Participation.

A. Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of colleges and universities governed by USHE policies.

B. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career technical programs to allow a focus of energy and resources on quality instruction in these courses. However, there may be a greater variety of courses in the career technical education area. Concurrent Enrollment courses should assist students toward post-secondary degrees.

C. All concurrent enrollment courses shall be approved or orchestrated by the high school or the USOE and shall provide for waiver of fees to eligible students.

D. Only courses taken from a master list maintained by the Curriculum Section at the USOE shall be reimbursed from state concurrent enrollment funds.

E. Beginning with the 2008-09 school year, the Board of Regents, after consultation with school districts/charter schools, shall provide the USOE with proposed new course offerings, including syllabi and curriculum materials by November 30 of the year preceding the school year in which courses shall be offered.

F. Concurrent enrollment funding shall be provided only for 1000 or 2000 level courses unless a student's SEOP identifies a student's readiness and preparation for a higher level course. This exception shall be individually approved by the student's counselor and school district or charter school concurrent enrollment administrator. Concurrent enrollment funding is not intended for unilateral parent/student initiated college attendance or course-taking.

G. Concurrent enrollment course offerings shall reflect the strengths and resources of the respective schools and USHE institutions and be based upon student needs. The number of courses selected shall be kept small enough to ensure coordinated statewide development and training activities for participating teachers.

H. Course content, procedures, examinations, teaching materials, and program monitoring shall be the responsibility of the appropriate USHE institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the college or university campus.

I. Participation in concurrent enrollment generates higher education credit that becomes a part of a student's permanent college transcript.

R277-713-5. Program Delivery.

A. Schools within the USHE that grant higher education/college credit may participate in the concurrent enrollment program, provided that such participation shall be consistent with the law and consistent with Board rules specific to the use of public education funds and rules for public education programs.

B. Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate methods for the course content, the faculty, and the students involved, consistent with Section 53A-17a-120(2)(a).

C. The delivery system and curriculum program shall be designed and implemented to take full advantage of the most current available educational technology.

D. Courses taken by students who have received a diploma, whose class has graduated or who have participated in graduation exercises are not eligible for concurrent enrollment funding. Senior students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.

E. Concurrent enrollment is intended primarily for students in their last two years of high school. Participation by students before their junior year shall be approved by both the public school and the USHE institution, and be consistent with a student's SEP/SEOP.

F. State reimbursement to school districts for concurrent enrollment courses may not exceed 30 semester hours per student per year.

G. Public schools/school districts shall use USOE designated 11-digit course codes for concurrent enrollment courses.

R277-713-6. Student Tuition, Fees and Credit for Concurrent Enrollment Programs.

A. Tuition or fees may not be charged to high school students for participation in this program consistent with Section 53A-15-101(6)(b)(iii).

B. Students may be assessed a one-time enrollment charge per institution.

C. Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407.

D. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407.

E. The school district/school shall be responsible for these waivers. The agreement between the USHE institution and the district may address the responsibility for fee waivers.

F. Credit:

(1) A student shall receive high school credit for concurrent enrollment classes that is consistent with the district policies for awarding credit for graduation.

(2) College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution to which the credits are submitted.

(3) Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another.

(4) Concurrent enrollment course credit shall count toward high school graduation requirements as well as for college credit.

R277-713-7. Faculty Requirements.

A. Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE institution. Public education teachers shall have secondary endorsements in the subject area(s) to be taught and meet highly qualified standards for their assignment(s) consistent with R277-510. Final approval of the adjunct faculty shall be determined by the appropriate USHE institution.

B. USHE institution faculty beginning their USHE employment in the 2005-06 school year who are not K-12 teachers and who have significant unsupervised access to K-12 students and instruct in the concurrent enrollment program defined under this rule shall complete a criminal background check consistent with Section 53A-3-410. The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

C. Adjunct faculty status of high school teachers:

(1) High school teachers who hold adjunct or part time faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses shall be included as fully as possible in the academic life of the supervising academic department.

(2) USHE institutions and secondary schools shall share expertise and professional development, as necessary, to adequately prepare teachers at all levels to teach concurrent enrollment students and content, including both federal and state laws specific to student privacy and student records.

R277-713-8. Concurrent Enrollment Funding and Use of Concurrent Enrollment Funds.

A. Each district shall receive a pro-rated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the district in the prior year compared to the state total of completed concurrent enrollment hours. Successfully completed means that a student received USHE credit for the course. Concurrent enrollment funds may not reimburse districts for repeated concurrent enrollment courses. Appropriate reimbursement may be verified at any reasonable time by USOE audit.

B. Each high school shall receive its proportional share of district concurrent enrollment monies allocated to the district pursuant to Section 53A-17a-120 based upon the hours of concurrent enrollment course work successfully completed by students on the high school campus as compared to the state total of completed concurrent enrollment hours.

C. Funds allocated to school districts for concurrent enrollment shall not be used for any other program.

D. District use of state funds for concurrent enrollment is limited to the following:

- (1) aid in staff development of adjunct faculty in cooperation with the participating USHE institution;
- (2) assistance with delivery costs for distance learning programs;
- (3) participation in the costs of district or school personnel who work with the program;
- (4) student textbooks and other instructional materials; and
- (5) fee waivers for costs or expenses related to concurrent enrollment for fee waiver eligible students under R277-407.
- (6) districts/charter schools may purchase classroom equipment required to conduct concurrent enrollment courses, in the aggregate, not to exceed ten (10) percent of a district's/charter school's annual allocation of concurrent enrollment monies.
- (7) other uses approved in writing by the USOE consistent with the law and purposes of this rule.

E. School districts/charter schools shall provide the USOE with end-of-year expenditures reports itemized by the categories identified in R277-713-8E.

R277-713-9. Annual Contracts and Other Student Instruction Issues.

A. Collaborating school districts/charter schools and USHE institutions shall negotiate annual contracts including:

- (1) the courses offered;
 - (2) the location of the instruction;
 - (3) the teacher;
 - (4) student eligibility requirements;
 - (5) course outlines;
 - (6) texts, and other materials needed; and
 - (7) the administrative and supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract.
- (a) each school district/charter school shall provide an annual report to the USOE regarding supervisory services and professional development provided by a USHE institution.
- (b) each school district/charter school shall provide an annual report to the USOE indicating that all concurrent enrollment instructors are in compliance with R277-713-7B and C.

B. A school district/charter school shall provide a copy of the annual contract entered into between a school district/charter school and a USHE institution for the upcoming school year no later than May 30 annually.

C. The annual concurrent enrollment agreement between a USHE institution and a school district/charter school who has responsibility shall:

- (1) provide for parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript,
- (2) provide for the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family privacy protections; and
- (3) provide for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

D. This rule shall be effective on the date posted with the Division of Administrative Rules, and shall apply to students who enroll in course work beginning with the 2005-2006 school year, and continuing thereafter.

KEY

students, curricula, higher education

Advanced Placement Accounting

An initiative to create an AP Accounting
course and exam

Developed and Created by:

Dr. Dan Deines, CPA
KPMG Professor of Accounting
Kansas State University

Joe Bittner, MBA, CPA
Accounting Instructor, In-Residence
University of Connecticut

Group of High School Accounting Teachers

Objectives

- Create an interest in students to consider or pursue accounting as a major and a career
- Attract high academic performing students
- Provide challenge and rigor
- Allow college faculty to work with high school teachers to develop a course that better prepares students for a college accounting curriculum

Ultimate Goal:

**To establish an Advanced Placement (AP)
Accounting course that is part of the College
Board's Advanced Placement curriculum.**

Pilot Program

- Piloting in 9 states: Kansas, North Carolina, Minnesota, Illinois, Pennsylvania, California, Indiana, Ohio, Missouri
- **Goal:** Identify high school accounting teachers who are interested in and capable of teaching a college-level accounting course in high school.
- Effort has the approval of the American Institute of Certified Public Accountants (AICPA), American Accounting Association (AAA), and the National Business Education Association (NBEA).

Professional Development

- During the last two summers, a three-day workshop was conducted to train teachers engaged in the pilot program.
- Future plans to conduct professional development for 40 high school teachers electing to participate in the program in summer 2009.



Email letter sent out to teachers

Dear Business Educator,

We are writing to inform you about an initiative to create an Advanced Placement Accounting course and exam.

The goals of an Advanced Placement Accounting course are: to build awareness and interest in students to consider or pursue accounting as a major in college and as a career; to attract high academic performing students that do not enroll in the current high school accounting course due to its perceived vocational or non-college track status; and, to create an innovative course that is challenging and rigorous and more reflective of the current state of the accounting profession.

A college level course has been developed and is now being piloted in nine states. The course was developed by Dr. Dan Deines, CPA, Professor of Accounting at Kansas State University, Joe Bittner, CPA, Accounting Instructor at the University of Connecticut; and, a group of high school accounting teachers. To prepare participating teachers for the pilot, Dr. Deines and Mr. Bittner held numerous three-day workshops over a period of three years. The goals of the workshops were to provide teachers with college-level accounting content, review content-specific topics, discuss course management, establish desired student learning outcomes, discuss and review assessment methods, and demonstrate best practices for student learning. The training programs are held each summer, so that teachers are prepared for the upcoming academic year.

The pilot program will expand in the 2009-2010 academic year, and our goal is to identify high school accounting teachers who are interested in and capable of teaching a college-level accounting course in their high school. As we have done each year, a training session will be held during the summer to prepare teachers.

We believe this is one of the most important initiatives to affect accounting education and the accounting profession, and we look forward to having teachers from your state or districts participate in this exciting program.

Please contact us as soon as possible if you know capable teachers that are interested in participating in the pilot program, or if you have any questions. In addition, we also extend an invitation to you to attend the training session this summer.

Lastly, please feel free to distribute this information to any supervisor or teacher that may be interested.

Sincerely,

Dan and Joe

Dr. Dan Deines, CPA

KPMG Professor of Accounting

Kansas State University

ddeines@ksu.edu

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785-532-6038

Joe Bittner, MBA CPA

Accounting Instructor, In-Residence

University of Connecticut

JoeBittner@msn.com

917-693-2480

Demand

- The accounting profession is facing a serious shortage of professionals in the coming years.
- The current and expected supply is lagging behind the current and future demand. The program will help address this problem.

Teacher Feedback

Pros:

- Great way of attracting the more academically minded students.
- Possibility of losing concurrent enrollment for ACC 2010 at UVU...this program will help.
- AP Courses don't require supervision while concurrent enrollment takes college resources to manage.
- If it counts towards math credit, then it may motivate interested students.
- It will give the CTE course more prestige.
- It will help solidify the need for business education teachers.

Teacher Feedback

Cons:

- Student demand may be low in some schools than another.
- Student interest may be low because of other competing programs such as IB, AP, and Honors classes as well as the performing arts department. (Hillcrest High)
- GSD already serving students interested in Advanced Placement Accounting through two Academy of Finance programs.
- GSD Administration would not use FTE to offer an advanced placement class for a few students.
- Students are interested in the college credit – not the fact that it is an advanced placement class.
- AP courses take more time with the potential of not receiving any college credit. Concurrent is more attractive since it can be done in less time and with guaranteed credit.

QUESTIONS

- How many credits could the student earn?
- Are we going to be able to offer advanced credit through a university for the course?
- Would this take place of the Financial 2010 course at the university level?
- Would this qualify for CTE funding?

Skill Certificate Test Revision Plan

12/9/2008

USOE Developed Tests

Test #	Course	Tested	Substantial 80 - 100%		2008-09	2009-10
Agricultural Education						
110	Agricultural Systems Technology I - Test	556	142	25.5%	\$1,500	
113	Agricultural Systems Technology II	173	123	71.1%	\$1,500	
120	Animal Science & Technology, Entry	1,106	733	66.3%	\$1,500	
123	Animal Science & Technology, Advanced	72	50	69.4%	\$1,500	
126	Equine Science & Technology - Year	152	68	44.7%		\$1,500
127	Equine Science & Technology - Semester A	258	87	33.7%		\$1,500
128	Equine Science & Technology - Semester B	26	18	69.2%		\$1,500
130	Floriculture & Greenhouse Management -	611	42	6.9%	\$1,500	
131	Floriculture & Greenhouse Management -	713	174	24.4%	\$1,500	
132	Floriculture & Greenhouse Management -	190	23	12.1%	\$1,500	
133	Nursery Operation & Landscape	183	60	32.8%	\$1,500	
140	Plant & Soil Science & Technology, Entry	120	56	46.7%		\$1,500
150	Agriculture Business And Management	82	39	47.6%		\$1,500
170	Natural Resource Management I - Test #170	272	124	45.6%	\$1,500	
173	Natural Resource Management II	42	11	26.2%		\$1,500
180	Agriculture Science And Technology I	252	68	27.0%	\$1,500	
183	Agricultural Science And Technology II	22	13	59.1%		\$1,500
185	Agricultural Science And Technology III	21	3	14.3%		\$1,500
Business Education						
210	Accounting I	2,323	1,257	54.1%	\$1,000	
212	Accounting II	722	243	33.7%	\$1,000	
215	Administrative Procedures	131	72	55.0%	\$500	
220	Business Communication I	926	500	54.0%		\$1,500
222	Business Communication II	470	290	61.7%		\$1,500
230	Business Management	1,258	351	27.9%		\$1,500
235	Banking And Finance	512	139	27.1%	\$1,000	
240	Business Law	1,330	553	41.6%		\$1,500
245	Computers In Business	651	406	62.4%	\$1,000	
248	Desktop Publishing	1,092	373	34.2%	\$1,500	
251	Computer Technology II	NEW				\$1,500
254	Business Web Page Design	3,185	1,576	49.5%	\$1,500	
256	Advanced Business Web Page Design	NEW				\$1,500
260	Word Processing Basics	4,018	1,314	32.7%	\$1,500	
262	Word Processing	976	530	54.3%	\$1,500	
Desktop Publishing II					\$3,000	

Test #	Course	Tested	Substantial 80 - 100%		2008-09	2009-10
Computer Technology						
250	Computer Technology - Test #250	34,271	19,555	57.1%	\$1,500	
Family and Consumer Sciences Education						
310	Adult Roles	1,804	932	51.7%		\$1,500
317	Adult Roles & Financial Literacy A	4,337	1,901	43.8%		\$1,500
319	Adult Roles & Financial Literacy B	3,906	2,037	52.2%		\$1,500
320	Child Development	6,278	2,941	46.8%	\$1,500	
323	Child Care	764	451	59.0%	\$1,500	
325	Child Care A	773	415	53.7%	\$1,500	
328	Child Care B	562	452	80.4%	\$1,500	
330	Interior Design I	4,187	1,590	38.0%	\$1,500	
333	Interior Design II	842	299	35.5%		\$1,500
340	Food And Nutrition I - Test #340			Equated	\$1,500	
343	Food And Nutrition II	5,855	2,301	39.3%		\$1,500
345	Food Service/Culinary Arts	522	151	28.9%		\$1,500
350	Clothing I	5,857	2,495	42.6%		\$1,500
353	Clothing II	855	188	22.0%		\$1,500
355	Fashion Strategies	1,762	626	35.5%	\$1,500	
Marketing Education						
400	Marketing	799	299	37.4%	\$1,500	
401	Marketing A	996	398	40.0%	\$1,500	
402	Marketing B	629	171	27.2%	\$1,500	
403	Marketing Advanced	61	4	6.6%		\$1,500
404	Fashion Merchandising A	866	382	44.1%		\$1,500
405	Fashion Merchandising B	301	187	62.1%		\$1,500
406	Fashion Merchandising, Advanced - Test	51	31	60.8%		\$1,500
407	Retailing	95	33	34.7%	\$1,500	
408	Retailing (School Store)	459	65	14.2%	\$1,500	
409	Advertising	283	27	9.5%	\$1,500	
410	Travel And Tourism	494	163	33.0%		\$1,500
411	Real Estate	203	107	52.7%		\$1,500
416	Sports & Entertainment Marketing A	1,483	649	43.8%	\$1,500	
417	Sports & Entertainment Marketing Applied	307	69	22.5%	\$1,500	
418	Leadership Principles	580	137	23.6%		\$1,500
419	Leadership Management A - Test #419	58	29	50.0%		\$1,500
420	Leadership Management B - Test #420	48	19	39.6%		\$1,500
421	Promotion	27	0	0.0%	\$1,500	
450	Economics - Test #450	744	290	39.0%		\$1,500

Test #	Course	Tested	Substantial 80 - 100%		2008-09	2009-10
451	Entrepreneurship	994	254	25.6%		\$1,500
Skilled and Technical Sciences Education						
500	Automotive Collision Repair	339	87	25.7%		\$1,500
505	Introduction To Automotive Service			Equated	\$1,500	
510	Construction Trades Foundation	192	42	21.9%		\$1,500
512	Carpentry	344	38	11.0%		\$1,500
520	Woodworking	4,609	1,759	38.2%	\$1,500	
522	Furniture Design & Manufacturing	1,097	380	34.6%	\$1,500	
524	Cabinetmaking	629	143	22.7%	\$1,500	
530	Basic Commercial Arts	2,087	730	35.0%	\$1,500	
535	Basic Commercial Photography	4,092	1,572	38.4%	\$1,500	
537	Digital Photography	3,191	908	28.5%	\$1,500	
540	Design & Drafting Tech	2,116	689	32.6%	\$1,500	
542	CAD Drafting	1,674	547	32.7%	\$1,500	
544	Architectural Drafting	741	107	14.4%		\$1,500
546	Mechanical Drafting	112	15	13.4%		\$1,500
550	Electronics I	792	265	33.5%		\$1,500
560	Introduction To Graphics Communication	2,130	1,050	49.3%	\$1,500	
562	Intermediate Graphic Communication	463	180	38.9%	\$1,500	
564	Advanced Graphic Communications	143	74	51.7%		\$1,500
567	Digital File Prep (Indesign)	257	53	20.6%		\$1,500
569	Digital File Prep (Quarkxpress)	24	12	50.0%		\$1,500
570	Law Enforcement	2,595	907	35.0%		\$1,500
580	Machine Tool -- Drill Press	84	21	25.0%		\$1,500
582	Machine Tool -- Lathe	66	12	18.2%		\$1,500
584	Machine Tool -- Mill	30	8	26.7%		\$1,500
590	Television Broadcasting	1,923	777	40.4%	\$1,500	
595	Welding			Equated	\$1,500	
597	Welding, Advanced	649	507	78.1%	\$1,500	
Technology and Engineering Education						
610	Foundations Of Technology	2,479	572	23.1%	\$1,500	
620	Introduction to Manufacturing	NEW				\$1,500
Health Science and Technolgy Education						
700	Introduction to Health Sciences	NEW				\$1,500
701	Exercise Science/Sports Medicine	1,779	692	38.9%	\$1,500	
702	Medical Anatomy & Physiology			Equated		\$1,500
704	Medical Terminology	2,499	1,313	52.5%		\$1,500

Test #	Course	Tested	Substantial 80 - 100%		2008-09	2009-10
708	Biotechnology	544	163	30.0%	\$1,500	
710	Medical Assistant: Medical Terminology	317	213	67.2%		\$1,500
712	Medical Assistant: Medical Office	191	114	59.7%		\$1,500
714	Medical Assisting: Anatomy & Physiology	197	102	51.8%		\$1,500
716	Medical Assistant: Clinical & Lab Procedures	179	124	69.3%		\$1,500
720	Dental Assistant: Dental Science I	311	51	16.4%	\$1,500	
721	Dental Assistant: Dental Science II	230	16	7.0%	\$1,500	
722	Dental Assistant: Dental Science III	206	18	8.7%	\$1,500	
723	Dental Assistant: Dental Science IV	37	34	91.9%	\$1,500	
Information Technology Education						
801	Introduction to Information Technology	328	133	40.5%		\$1,500
810	Multimedia I	2,239	637	28.5%	\$1,500	
815	Multimedia II	366	81	22.1%		\$1,500
818	3D Graphics	Split - old 818			\$1,500	
819	3D Animation	Split - old 818			\$1,500	
820	Computer Programming IA	914	442	48.4%		\$1,500
822	Computer Programming IB C++	97	31	32.0%		\$1,000
824	Computer Programming IB Java	265	124	46.8%		\$500
826	Computer Programming IB Visual Basic	111	29	26.1%		\$500
830	Computer Programming II - C++	18	11	61.1%		\$1,000
835	Computer Programming II - Java	80	40	50.0%		\$500
884	Computer Maintenance and Repair (A+)	370	172	46.5%	\$1,500	
888	Network Fundamentals	107	54	50.5%		\$1,500
890	Linux Fundamentals - Test #890	43	0	0.0%	\$1,500	
893	IT Web Development	334	175	52.4%	\$1,500	
	Sub-Total				\$94,500	\$90,500

Winter Counselors Conference

Friday, February 6, 2009

Salt Lake Community College—Redwood
4600 South Redwood Road, Salt Lake

In This Place and Time: Counseling and
Empowering Pacific Islander Students

Registration

Send registration forms and checks made
payable to USCA to:

Christopher Abbott, CTE
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
Phone: 1-801-538-7863
Fax: 1-801-538-7868
E-mail: christopher.abbott@schools.utah.gov

Name

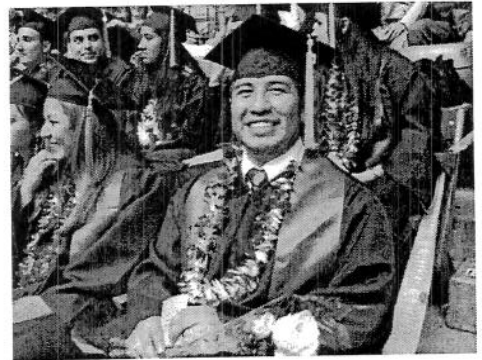
School

District

Position

Phone

E-mail



*"The function of education is to
teach one to think intensively and
to think critically...Intelligence
plus character—that is the goal of
true education."*

- Martin Luther King, Jr.

8:00 - 8:30 a.m.	Registration
8:30 - 10:00 a.m.	Opening Session
10:15 - 12:10 p.m.	Sessions 1 & 2
12:10 - 1:30 p.m.	Lunch
1:30 - 3:30 p.m.	Sessions 3 & 4
3:30 - 4:00 p.m.	Evals/Adjourn

Pre-Registration Fee:

\$15.00

Registration after January 1:

\$20.00



Bioengineering Academic Awards & Skills-based Certificates of Competency

